

TEACHER EXCELLENCE IN LEADERSHIP

- Teachers model character traits and the expectations of the National Honor Society Creed
- Teachers go above and beyond what is expected, take initiative, and follow our tag line – “Discovering Excellence”
- Teachers demonstrate what it means to be a “servant leader” – do what is right even when you don’t feel like doing it
- Teachers are problem solvers. They are part of the solution, not part of the problem
- Teachers model what is expected of students. Don’t do what they wouldn’t want/allow students to do
- Teachers model professionalism in dress and behavior. Dress and behavior distinguish teachers from school visitors/volunteers

TEACHER EXCELLENCE IN ACHIEVEMENT

- Teachers know what it means to teach to the high and support the low
- Teachers value depth over breadth
- Teachers understand the importance of balancing a healthy level of pressure with challenging academics
- Teachers work at creating and maintaining a risk-safe environment
- Teachers help students develop a personal responsibility for learning through academic goal setting
- Teachers use teachable moments (not stuck in rote activities)
- Teachers Ask rather than Tell
- Teachers use information and knowledge to move students beyond knowledge to understanding (Depth of Knowledge)
- Teachers encourage growth (Growth Mindset) vs. good grades
- Teachers model energy and engagement to develop focused and engaged learners
- Teachers provide quality instruction that includes Idaho Core Standards, Understanding by Design, Mathematical Thinking for Instruction, Questions/Activities requiring “extending thinking” (4th level of depth of knowledge), and Assessments based on Clear Learning Targets

TEACHER EXCELLENCE IN CULTURE

- Teachers practice/model what is expected of students such as respect and a growth mindset
- Teachers follow through, utilize consistency
- Teachers assure that students four basic needs are met in the classroom: Inclusion, Control, Affection, and Competency
- Teachers develop rapport and demonstrate kindness. Kindness is the precursor to a safe and warm learning environment
- Teachers are prepared and ready to teach when students enter the room
- Teachers are proactive and alert. They use real-life examples to establish expectations
- Teachers establish the expectations and honor the students choice
- Teachers follow the school rules/expectations even if they don’t agree/like them
- Teachers set students up for success and think through the consequence of activities/privileges they determine for their own class
- Teachers use the Love & Logic Philosophy of discipline
- Teachers use humor appropriately
- Teachers (K-8) walk in lines with their students where they can see the entire line and have stopping points where corners occur

TEACHER EXCELLENCE IN COMMUNITY

- Teachers demonstrate school pride through “put ups” of school practices and co-workers
- Teachers consider all students their responsibility and consistently follow through with holding students accountable
- Teachers maintain relationships with students who have moved on to other grade levels by “noticing” positives, also referred to as “making deposits” (Love & Logic)
- Teachers support the school community by attending some of the school events, especially those that their current students are participating in (concerts, sports, etc.)
- Teachers’ model service and support of each other by allowing students from other classes to use their classroom for recovery, walking another teacher’s class, etc.
- Teachers have the attitude that “all work is honorable,” when they see something that needs to be done, they take initiative and do it
- Teachers demonstrate appreciation toward school volunteers
- Teachers make visitors feel welcome
- Teachers model “customer service,” if a teacher is in the front office and the office manager is busy, the teacher steps in to offer help to a visitor
- Teachers share proactively with one another both positives and concerns
- Teachers avoid gossip by taking a problem directly to the person who can fix/correct the problem

Teacher Name: _____

Date: _____

In order for Compass to become a school known for **Next Level Excellence AND Exceptional Academics**, teachers collectively commit to follow the expectations of the Compass Model Focal Points in the area of Leadership and Achievement.

Additionally, in order for Compass to become a school known for **Strong Character Values AND Worldview Development**, teachers collectively commit to follow the expectations of the Compass Model Focal Points in the area of Culture and Community.

Teacher Personal Growth Goals

Select two expectations from each of the Compass Model Focal Points for improvement.

Leadership:

1. _____

2. _____

Achievement:

1. _____

2. _____

Culture:

1. _____

2. _____

Community:

1. _____

2. _____

Projected Differential Pay Fund Balance

Projected 34 units = \$49,300 Differential Pay

Amount Dedicated to Professional Development

\$19,720 40% for PD and CCSS Implementation

Funds Available for Share Distribution

\$29,580 remaining minus \$5,916 20% for payroll taxes

\$23,664 available for shares

How Shares Will be Distributed

33 Certified (28 full time)

17 Classified (9 full time)

70% of available shares will be shared among qualifying full time certified (\$16,564.80) according to shares earned through goal completion.

30% of available shares (\$7099.20) will be shared among qualifying part time certified based on the same goal achievement requirement as full time certified. Additionally, classified will qualify from the same 30% share portion as part time certified if the school meets its overall achievement goal. Classified staffs portion will be prorated according to their employment FTE.

Teachers will be rated on their accomplishment of two goals in each of the four Compass Model Focal Points (Leadership, Culture, Achievement, and Community). Attainment of goals will be evaluated based on evidence through observation, artifacts and/or assessment data. First and foremost, the teacher **MUST** meet the achievement goals in order to qualify for higher shares by successfully completing the goals in the other three focal points. Accomplishing the achievement goals will allow the teachers to earn .50 shares. Accomplishment of one more focal point will earn an additional .15 shares, a third focal point an additional .15 shares and all four focal points is worth 1 full share. A full share is equal to \$591.60 (this may change based on December enrollment/unit calculation) for full time certified staff. Any remaining funds not earned through share achievement will be distributed equally among teachers who did earn one full share.

Evidence Toward Earning Shares

Leadership Evidence may include: participation in school committees, student clubs, presentations to students and/or staff, lesson plans related to leadership, etc.

Culture Evidence may include: classroom management strategy, student discipline record, rapport building activities/lessons, student surveys, etc.

Achievement Evidence may include: growth on classroom pre and post assessments, district curriculum based measurement, IRI, student portfolios that include artifacts of student learning target achievement, student performance tasks, grades, CWI Adjunct Faculty Objectives Matrix, etc.

Community Evidence may include: participation in student events, collaboration with teaching peers, providing opportunities within the classroom for parent volunteers, appreciation letters/emails to school volunteers, classroom newsletters, parent surveys, etc.

Overall Achievement Goal

Overall school achievement goal – teachers will provide evidence of student growth. Growth is considered to have occurred if 80% of students within a class have achieved proficiency on classroom, state, or district curriculum based measurements (proficient is 70% or higher); AND/OR if student artifacts and reflection sheets demonstrate achievement of student learning targets aligned to the Common Core Standards. In addition, 80% of classroom teachers must obtain the growth goal in order for the school to have reached the overall achievement goal. In so doing, the classified staff will qualify for their portion of the shares (“How Shares Will be Distributed”).

Timeline

1. Goal Selection
 - a. All certified teachers will meet individually with the administrator to discuss their goals in the four Focal Points by October 11, 2013
2. Goal Evidence
 - a. All certified teachers will identify the type of evidence they will utilize to demonstrate goal attainment and submit to the administrator by January 10, 2014
3. Goal Completion
 - a. All certified teachers will meet individually with the administrator to go over their evidence and demonstrate successful goal attainment by May 16, 2014
4. Payout of Differential Pay
 - a. Certified staff and classified staff (if qualify) will receive their differential payment during the June 25, 2014 payroll period.
 - b. If there are additional funds, due to unearned shares, these funds will be distributed equally among certified staff who earned a full share. The additional pay will be made during the July 25, 2014 payroll period.